



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)
ID: 12351633
District: MSAD 41
School: Milo Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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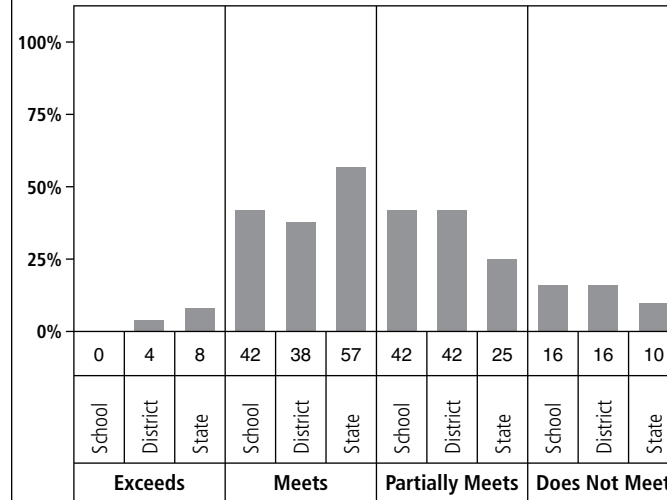
SUMMARY OF SCORES

Date: March 2007
Grade: 6
District: MSAD 41
School: Milo Elementary School

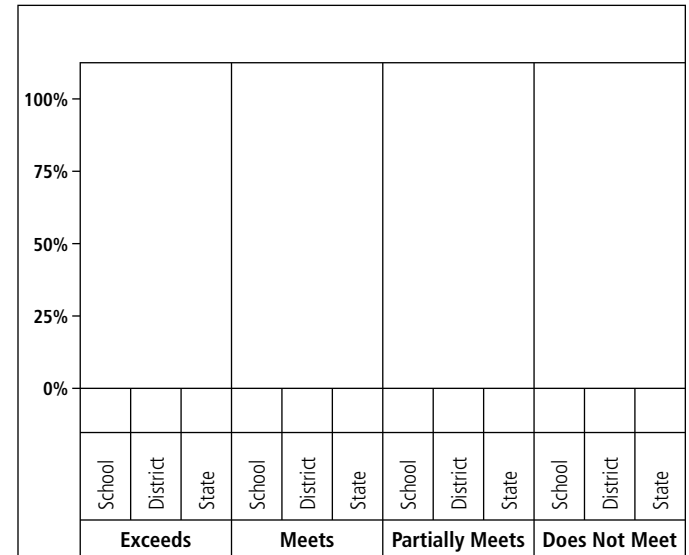
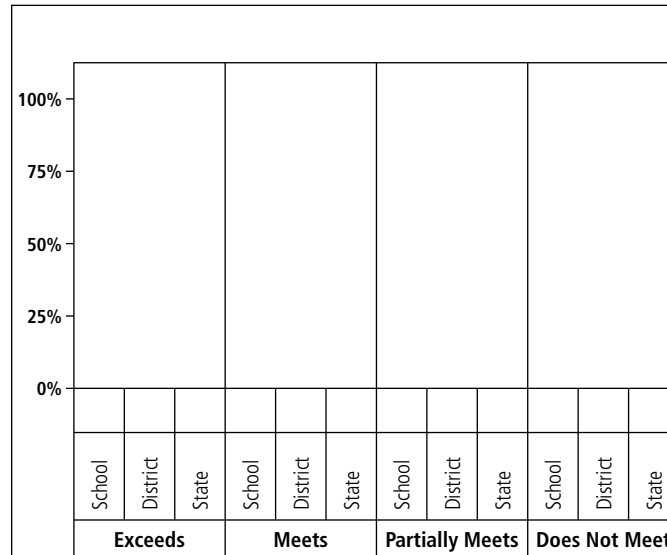
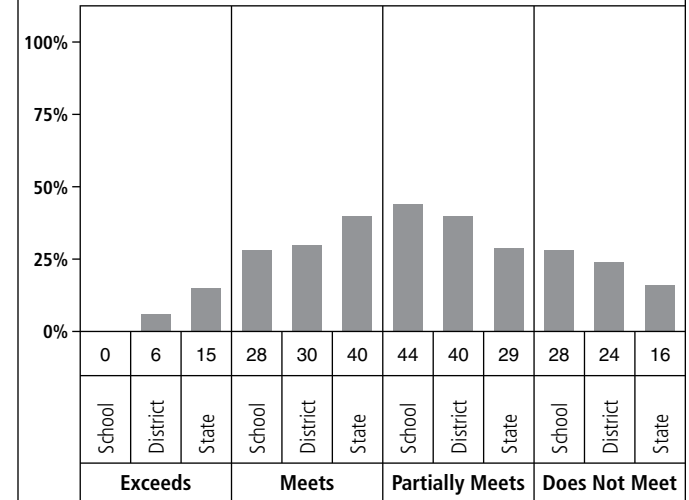
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	643 639 641	644 640 642	644 646 645
Mathematics 2005–2006 2006–2007 Cum. Avg. *	640 633 636	641 636 638	641 643 642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 6
 District: MSAD 41
 School: Milo Elementary School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		47	100	55	100	14621	100	46	98	54	98	14494	99	46	98	54	98	14498	99												
Ethnicity	African American	1	2	1	2	358	2	1	100	1	100	351	98	1	100	1	100	355	99												
	American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	105	99	0	0	0	0	106	100												
	Asian/Pacific Islander	0	0	0	0	214	1	0	0	0	0	212	99	0	0	0	0	213	100												
	Hispanic	0	0	0	0	164	1	0	0	0	0	160	99	0	0	0	0	159	98												
	White	46	98	54	98	13776	94	45	98	53	98	13665	99	45	98	53	98	13664	99												
	Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33												
Identified disability		12	26	14	25	2570	18	12	100	14	100	2519	99	12	100	14	100	2521	99												
Current LEP		0	0	0	0	292	2	0	0	0	0	284	97	0	0	0	0	290	99												
Economically disadvantaged		30	64	31	56	5456	37	30	100	31	100	5389	99	30	100	31	100	5391	99												
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	28	60	35	64	11904	81	28	60	35	64	11926	82												
Identified disability (PET/IEP)	1	4	2	6	471	4	1	4	2	6	491	4												
LEP	0	0	0	0	159	1	0	0	0	0	165	1												
504 plan	0	0	1	3	162	1	0	0	1	3	164	1												
Participation with accommodations	15	32	15	27	2382	16	15	32	15	27	2380	16												
Identified disability (PET/IEP)	8	53	8	53	1855	78	8	53	8	53	1843	77												
LEP	0	0	0	0	110	5	0	0	0	0	120	5												
504 plan	1	7	1	7	58	2	1	7	1	7	56	2												
Other	6	40	6	40	389	16	6	40	6	40	390	16												
Participation through alternate assessment (PAAP)	3	6	4	7	198	1	3	6	4	7	192	1												
Identified disability (PET/IEP)	3	100	4	100	193	97	3	100	4	100	187	97												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	22	0	0	0	0	0	22	0												
Non-participation – other	1	2	1	2	105	1	1	2	1	2	101	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 6
District: MSAD 41
School: Milo Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	0	0	1	2	1176	8
	2006-2007	0	0	2	4	1132	8
	Cum. Avg.	0	0	2	4	1154	8
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	20	59	28	61	7612	51
	2006-2007	18	42	19	38	8127	57
	Cum. Avg.	19	49	24	48	7870	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	12	35	14	30	4080	27
	2006-2007	18	42	21	42	3549	25
	Cum. Avg.	15	38	18	36	3815	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	2	6	3	7	2005	13
	2006-2007	7	16	8	16	1478	10
	Cum. Avg.	5	13	6	12	1742	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	29.1	52.0	29.7	53.0	33.8	60.4
Literary Text	28	50	13.4	47.9	13.5	48.2	16.0	57.1
Informational Text	28	50	15.7	56.1	16.2	57.9	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: MSAD 41
 School: Milo Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	43	0	0	18	42	18	42	7	16	639	50	4	38	42	16	640	14286	8	57	25	10	646
Ethnicity																						
African American	1										1						339	2	46	25	26	639
American Indian/Native Alaskan	0										0						104	4	42	30	24	640
Asian/Pacific Islander	0										0						208	9	54	26	11	647
Hispanic	0										0						159	6	50	26	18	643
White	42	0	0	18	43	18	43	6	14	639	49	4	39	43	14	640	13475	8	57	25	10	646
Not Reported	0										0						1					
Identified disability																						
Yes	9	0	0	1	11	3	33	5	56	628	10	10	10	20	60	631	2326	1	25	39	35	635
No	34	0	0	17	50	15	44	2	6	642	40	3	45	48	5	642	11960	9	63	22	6	648
Limited English proficient students																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	0										0						268	1	32	33	34	635
Economically disadvantaged																						
Yes	27	0	0	11	41	12	44	4	15	640	28	4	32	50	14	640	5269	3	46	33	17	641
No	16	0	0	7	44	6	38	3	19	638	22	5	45	32	18	640	9017	11	63	20	6	649
Migrant																						
Yes	0										0						8	0	63	13	25	641
No	43	0	0	18	42	18	42	7	16	639	50	4	38	42	16	640	14278	8	57	25	10	646
Gender																						
Female	24	0	0	10	42	10	42	4	17	639	28	4	36	46	14	640	6997	11	60	21	8	648
Male	19	0	0	8	42	8	42	3	16	639	22	5	41	36	18	640	7288	5	54	28	12	644
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	16	0	0	5	31	8	50	3	19	638	20	0	25	60	15	637	1187	3	35	42	20	639
No	27	0	0	13	48	10	37	4	15	640	30	7	47	30	17	642	13099	8	59	23	9	647
Gifted/talented program																						
Yes	0										0						489	35	61	4	0	659
No	43	0	0	18	42	18	42	7	16	639	50	4	38	42	16	640	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: MSAD 41
School: Milo Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	0	0	2	67	1	33	627	6	0	0	67	33	627	5	4	40	30	26	639
B. less than one hour	63	0	0	13	48	10	37	4	15	640	68	6	47	32	15	642	60	8	58	24	10	646
C. one to two hours	30	0	0	5	38	6	46	2	15	639	26	0	23	62	15	637	32	9	59	25	7	647
D. more than two hours	0										0						3	6	47	28	19	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	37	0	0	8	50	8	50	0	0	644	42	10	38	48	5	644	39	11	62	21	6	648
B. They match some of what I have learned.	51	0	0	10	45	7	32	5	23	638	48	0	46	33	21	638	49	7	57	27	9	646
C. They match just a little of what I have learned.	12	0	0	0	0	3	60	2	40	629	8	0	0	50	50	629	9	5	42	31	21	641
D. There is no match.	0										2	0	0	100	0	640	3	2	29	30	39	634
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	19	0	0	5	63	1	13	2	25	641	22	9	64	9	18	646	27	16	63	14	7	651
B. good	56	0	0	9	38	13	54	2	8	640	56	4	32	57	7	640	55	6	60	26	9	646
C. fair	23	0	0	4	40	3	30	3	30	635	20	0	30	30	40	632	16	1	43	37	18	640
D. poor	2	0	0	0	0	1	100	0	0	632	2	0	0	100	0	632	2	1	24	46	30	635
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	0										2	0	0	100	0	632	14	6	48	26	20	642
B. about the same as my regular schoolwork	69	0	0	10	34	13	45	6	21	637	63	3	29	45	23	638	65	8	59	25	8	647
C. easier than my regular schoolwork	31	0	0	8	62	5	38	0	0	644	35	6	59	35	0	645	21	9	58	24	9	646
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	0	0	3	75	1	25	635	8	0	0	75	25	635	7	2	30	36	33	636
B. Most of the passages were about the same as what I normally read.	44	0	0	7	37	7	37	5	26	636	44	0	32	41	27	636	49	5	55	29	10	645
C. Most of the passages were easier than what I normally read.	47	0	0	11	55	8	40	1	5	643	48	8	50	38	4	645	44	12	64	18	6	649
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	67	0	0	12	41	13	45	4	14	639	66	6	36	42	15	641	46	7	56	26	11	645
B. I tried about the same as I do on my regular schoolwork.	28	0	0	6	50	4	33	2	17	640	28	0	43	43	14	639	50	9	60	24	8	647
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	0	0	1	50	1	50	630	6	0	33	33	33	636	3	3	39	33	26	639
How much time do you spend reading at home each day?																						
A. more than one hour	26	0	0	10	91	1	9	0	0	649	24	0	83	17	0	648	18	12	61	19	8	649
B. 20 minutes to an hour	33	0	0	3	21	9	64	2	14	636	34	12	18	53	18	639	51	9	60	23	7	647
C. less than 20 minutes	21	0	0	3	33	3	33	3	33	635	18	0	33	33	33	636	13	5	53	28	14	644
D. I rarely read at home.	21	0	0	2	22	5	56	2	22	635	24	0	25	58	17	636	18	2	47	34	17	641
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	50	1	50	632	100	0	0	50	50	632						

MATHEMATICS RESULTS

Date: March 2007
Grade: 6
District: MSAD 41
School: Milo Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	1	3	2	4	1463	10
	2006-2007	0	0	3	6	2092	15
	Cum. Avg.	1	3	3	6	1778	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	15	44	21	46	5914	40
	2006-2007	12	28	15	30	5731	40
	Cum. Avg.	14	35	18	37	5823	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	16	47	19	41	4494	30
	2006-2007	19	44	20	40	4175	29
	Cum. Avg.	18	45	20	41	4335	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	2	6	4	9	3014	20
	2006-2007	12	28	12	24	2308	16
	Cum. Avg.	7	18	8	16	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	5.6	31.1	6.6	36.7	8.3	46.1
Cluster 2: Shape and Size	14	25	5.2	37.1	5.6	40.0	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	4.6	57.5	4.9	61.3	5.6	70.0
Cluster 4: Patterns	16	29	9.3	58.1	9.7	60.6	10.8	67.5

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: MSAD 41
 School: Milo Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	43	0	0	12	28	19	44	12	28	633	50	6	30	40	24	636	14306	15	40	29	16	643
Ethnicity																						
African American	1										1						350	4	29	32	35	633
American Indian/Native Alaskan	0										0						105	7	22	37	34	634
Asian/Pacific Islander	0										0						211	24	37	27	12	648
Hispanic	0										0						158	11	36	30	23	640
White	42	0	0	12	29	19	45	11	26	634	49	6	31	41	22	637	13481	15	41	29	15	644
Not Reported	0										0						1					
Identified disability																						
Yes	9	0	0	2	22	1	11	6	67	622	10	10	20	10	60	626	2334	3	18	32	47	628
No	34	0	0	10	29	18	53	6	18	636	40	5	33	48	15	639	11972	17	44	29	10	646
Limited English proficient students																						
Current LEP in first year	0										0						10	0	20	20	60	627
Current LEP beyond first year	0										0						275	5	24	29	41	631
Economically disadvantaged																						
Yes	27	0	0	8	30	11	41	8	30	633	28	4	32	39	25	636	5282	7	32	36	26	637
No	16	0	0	4	25	8	50	4	25	633	22	9	27	41	23	637	9024	19	45	25	10	647
Migrant																						
Yes	0										0						8	13	50	13	25	639
No	43	0	0	12	28	19	44	12	28	633	50	6	30	40	24	636	14298	15	40	29	16	643
Gender																						
Female	24	0	0	5	21	12	50	7	29	633	28	7	21	46	25	636	7004	14	41	30	15	644
Male	19	0	0	7	37	7	37	5	26	633	22	5	41	32	23	636	7301	15	39	29	17	643
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	16	0	0	1	6	10	63	5	31	631	20	0	15	60	25	633	1196	3	24	43	30	634
No	27	0	0	11	41	9	33	7	26	635	30	10	40	27	23	639	13110	16	42	28	15	644
Gifted/talented program																						
Yes	0										0						489	59	37	4	1	664
No	43	0	0	12	28	19	44	12	28	633	50	6	30	40	24	636	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: MSAD 41
School: Milo Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	7 63 30 0	0 0 0 0	0 0 0 0	0 9 3 0	0 33 23 0	1 12 6 0	33 44 46 0	2 6 4 0	67 22 31 0	618 635 632 0	6 68 26 0	0 9 0 0	0 35 23 0	33 38 46 0	67 18 31 0	618 640 631 0	5 60 32 3	11 15 15 12	29 41 41 34	25 29 30 31	35 15 13 23	635 644 644 639
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	40 47 14 0	0 0 0 0	0 0 0 0	5 5 2 0	29 25 33 0	9 7 3 0	53 35 50 0	3 8 1 0	18 40 17 0	638 629 633 0	46 42 12 0	4 10 0 0	30 29 33 0	48 29 50 0	17 33 17 0	640 633 633 0	47 42 9 2	19 12 7 5	44 39 27 14	26 32 36 24	11 17 30 57	647 642 635 625
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	26 47 26 2	0 0 0 0	0 0 0 0	7 4 1 0	64 20 9 0	4 10 5 0	36 50 45 0	0 6 5 1	0 30 45 100	645 631 627 614	30 52 16 2	13 4 0 0	60 19 13 0	27 50 38 0	0 27 50 100	649 634 624 614	28 50 19 3	31 11 3 2	45 44 28 16	16 31 43 41	8 14 27 41	652 643 635 629
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	21 67 12	0 0 0	0 0 0	2 7 3	22 24 60	4 14 1	44 48 20	3 8 1	33 28 20	630 633 639	12 74 14	0 8 0	33 24 57	33 43 29	33 24 14	628 637 639	23 62 15	7 14 30	35 43 40	34 30 21	25 14 10	638 644 651
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	67 30 2	0 0 0	0 0 0	9 3 0	31 23 0	13 5 1	45 38 100	7 5 0	24 38 0	634 632 630	66 30 4	9 0 0	27 33 50	42 33 50	21 33 0	638 633 640	47 49 3	13 17 13	40 41 30	31 28 27	17 14 30	643 645 638
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	44 47 9 0	0 0 0 0	0 0 0 0	8 3 1	42 15 25	9 9 1	47 45 25	2 8 2	11 40 50	638 630 629	38 54 8 0	5 7 0 0	42 19 50 0	42 41 25 0	11 33 25 0	640 634 637 640	16 35 38 12	11 14 16 15	34 41 43 36	34 29 28 29	22 15 13 20	640 644 645 642
Which statement best describes the use of calculators in mathematics class? A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	12 53 21 14	0 0 0 0	0 0 0 0	1 5 4 2	20 22 44 33	2 8 5 4	40 35 56 67	2 10 0 0	40 43 0 0	630 628 642 642	10 54 24 12	0 4 17 0	20 26 33 50	40 33 50 50	40 37 0 0	630 631 647 645	11 40 25 24	15 15 15 13	36 42 40 40	30 28 30 30	19 15 14 18	642 644 644 642
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	0 12 33 56	0 0 0 0	0 0 0 0	0 3 9	0 21 38	2 7 10	40 50 42	3 4 5	60 29 21	618 632 637	0 14 40 46	0 15 0 0	0 35 35 35	57 35 39	43 15 26	622 641 637	7 37 42 14	10 12 17 17	30 39 43 40	28 32 27 28	32 17 12 14	636 642 646 645
Optional school/district question A. B. C. D.	0 0 0 100	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 0 0 1	50 0 0 50	1 0 0 50	50 0 0 50	620	0 0 0 100	0 0 0 0	0 0 0 0	50 0 0 50	50 0 0 50	620						

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